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sion, 23.4 per cent. The tabulation gives refined subclassifications for each of these three major divisions. In commenting upon the amount of such study-helps the author states:

As nearly as could be determined, the average number of assignments to look up items in the glossaries of the texts or in other reference books, providing all of the helps are made use of, is five hundred and eighty to the volume. This savors of the traditional method of learning Latin or French by a constant thumbing of the lexicon. It is, in short, distinctly a linguistic as contrasted with a literary method [p. 46].

In addition to this analysis of textbook materials, stenographic reports were taken of the reading recitations of eighteen classes. These reports showed a striking similarity between the questions asked by the teachers and those given in the books. However, there was evidence to show that the teachers made their own questions rather than taking them directly from the book. "Apparently the reading-course in the intermediate and higher grades of the American school is still largely a formal course in oral reading, the study of vocabulary, and the acquiring of miscellaneous knowledge, rather than a course in the interpretation and enjoyment of literature" (p. 55).

Part IV of the monograph describes an experiment in the teaching of literature by two different methods, one planned in accordance with the general summary of desirable methods given in Part I, the other being the customary analytical method. Careful controls were provided while the materials were presented to four classes. Judging by the responses of the pupils, the evidence was rather strongly favorable to the theoretically desirable method. The results would be more conclusive, however, if additional and more varied materials had been used, either with more classes or with the same classes a greater number of times.

The Appendix gives the full text of the stenographic reports of class recitations.

As a whole, the monograph opens up a series of very interesting and important questions. As an example of an attack upon the general problem of textbook evaluation, it is of interest beyond the immediate field of literature. If its findings relating to the method of teaching literature could be spread widely among English teachers, the results should be exceedingly wholesome for the schools.

New series of educational monographs.—The *Journal of Educational Research* has recently issued the first number of a new series of monographs which will be devoted to the same general field of research problems as has been covered by the journal. This monograph¹ makes a distinct contribution to the field of mental tests and sets a high standard for subsequent issues. It contributes a type of much needed analysis of intelligence tests extending over a compara-

¹ W. M. PROCTOR, *Psychological Tests and Guidance of High School Pupils*. "Journal of Educational Research Monographs," Vol. I, No. 1. Bloomington, Illinois: Public School Publishing Co., 1921. Pp. 70.

tively long period and is of special significance to school administrators and instructors, particularly in the high school.

Four main problems were attacked in the course of the investigation. The first of these, dealing with the use of psychological tests as a means of measuring the probable success of high-school pupils, is the most convincing from a statistical point of view, if not the most valuable. The Stanford-Binet Scale is found to have good predictive value as to teacher estimates and school marks, whether for one year or a period of two and one-half years. Group tests, Examinations α and Alpha, the first of which was found to yield a correlation of .736 with the results of the individual tests, appear to have a smaller predictive value than the Stanford-Binet results but are fairly significant. Elimination is found to occur to a greater extent among those with low intelligence ratings, while the graduates and those going on to college show notably higher intelligence quotients.

Besides recommending the use of mental tests, supplemented by other available means of discovering mental level, as a basis of classification of high-school pupils according to ability, Mr. Proctor notes the need of reconstructing the curriculum in order that there will be fewer failures; more pupils will remain to take work that is adapted to their needs and capacities; and the high school will be less open to the charge of catering only to the intellectual aristocracy among its pupils" (p. 22).

The second problem, that of educational guidance with the aid of mental tests, is helpfully suggestive. The proposed plan of advisement, including a card record and individual analysis, is doubtless a very satisfactory one and is indeed stimulating to those interested in this phase of supervision. Those who were thus guided were found to show a better school record than those in the unguided group. The statistical reliability of these findings is impaired, however, by the smallness of the number in the guided group. The marked correlation between the mental test scores and the grades in algebra and English impels the author to declare in favor of a general mental test for prognosis in a particular subject rather than tests for specific ability.

The third problem, dealing with the use of tests in vocational guidance, is the least fruitful, the results merely indicating that the tests may serve to point out occupations which the student had better avoid, or showing that he has the mental ability to engage profitably in a particular vocation. "In any case the counselor will do well to remember that he is dealing with probabilities, and not with certainties" (p. 50).

The last phase attacked is the relation of the psychological test results to college standing, as shown in the cases of ninety-three students examined while still in the high school by means of the Army Alpha Test. Those with the higher intelligence ratings in the test were shown to have the higher college standing in the Freshman year. The correlation of I.Q.'s with college scholarship, though marked, is found to be decidedly less than the relatively high correlation of high-school scholarship with college standing. The author recommends the use

of such tests as an aid to the final selection of those seeking to enter college, and particularly for the admission of special students.

One completes this extremely concentrated report with a desire to know more of the details of the investigation and with a recognition that the author has accomplished his aim, namely, that those interested "may find herein helpful suggestions, or be stimulated to make constructive criticisms in the light of their own experience." It is to be hoped that other investigators will attack each one of the problems presented, using tests now available which are better adapted to the purpose. Correlations with standardized school tests would add to the significance of the findings, as would also a detailed analysis of cases which seem to defy prognosis by this method.

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Iowa spelling investigation.—Since 1904 some fifteen studies of spelling vocabularies or words in common use have been made. The results of these studies have served to concentrate attention upon a few basic problems in spelling, as well as to provide tentative lists of words which are standardized and graded. The results obtained, however, indicated the need for a wider investigation. Accordingly, Dr. Anderson, of the University of Iowa, organized an investigation, the results of which have recently appeared.¹

The monograph opens with a review of each of the fifteen studies previously made. Chapter ii is devoted to a detailed explanation of the method and the gross results of the study. The author summarizes his method and findings as follows:

Thirty-seven hundred and twenty-three letters were collected and analyzed by the public-school children of 22 towns and cities in the state of Iowa, according to printed directions sent to teachers and pupils. The letters were written by adults engaged in more than 35 different occupations and callings throughout the state. These letters were classified into general and special groups and word lists were made of the vocabularies. Every word of different spelling was counted a different word, except where the word was pluralized by adding "s" only. Such words were recorded as singular. All proper nouns, excepting days of the week, names of months, holidays, and nationalities, were excluded.

A total of 9,223 different words were found in 361,184 running words. The first 14 words with their repetitions were found to constitute one-fourth of the total number of running words tabulated. Seventy-seven words with their repetitions comprised one-half of the total number of running words, and 442 words comprised three-fourths of the total number [p. 29].

Chapter iii gives the complete list of words, together with the frequency of occurrence of each and the number of subclasses in which each appeared.

¹ WILLIAM NICLAUS ANDERSON, *Determination of a Spelling Vocabulary Based upon Written Correspondence*. "University of Iowa Studies in Education," Vol. II, No. 1. Iowa City: University of Iowa, 1921. Pp. 66. \$1.00.